

B. WRITING

Content Standard: Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Rationale: Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.

Performance Standards: By the end of grade four students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
B.4.1. Create or produce writing to communicate with different audiences for a variety of purposes[3] <ul style="list-style-type: none"> • write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences • write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice • write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to 	1. Write simple time sequences[2] 2. Write sequence of events using pictures[2] 3. Write personal narratives and fables to share with teachers, peers, and parents[3] 4. Write basic[3] directions, instructions from a variety of sources	1.a. Use rebus picture writing to write simple sequences (2) 1.b. Dictate a simple sequence language experience based on a field trip or other activity involving hands-on experience(2) 2.a. Create a graphic including a written time sequence (2) 2.b. Use personal and other photographs to write a simple to more complex narrative(2) 3.a. Answer questions about the student and organize the answers into a personal narrative experience(3) 3.b. Read about another's personal achievement and write about the student's own(3) 3.c. Elaborate on or modify a fable to create a new story or a new ending(3) 4.a. Write a direction from a diagram, a map, or a talk(3) 4.b. Write and illustrate a recipe, an instructional manual using pictures, or a diagram for a demonstration(3) 5.a. Write a story using a word processing program including	

<p>each genre</p> <ul style="list-style-type: none"> • write in a variety of situations (timed and un-timed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation • use a variety of writing technologies, including pen and paper as well as computers • write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>5. Use a word processor to write, revise, and publish a variety of media[3/4]</p>	<p>editing functions (e.g., spell check, cut, paste, add, and delete)(3)</p> <p>5.b. Create an informational flyer or brochure, using word processing functions plus graphics(4)</p>	
<p>B.4.2. Plan, revise, edit, and publish clear and effective writing[2]</p> <ul style="list-style-type: none"> • produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience • explain the extent and reasons for revision in conference with a teacher • given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English 	<p>1. Engage in the process of writing, i.e., pre-writing, writing, revising and publishing[2]</p> <p>2. Share reasoning about their work with teachers, peers, and parents[3]</p> <p>3. Use technology to write, revise, and publish[2]</p> <p>4. Demonstrate the ability to plan</p>	<p>1.a. Plan and write a first draft(2)</p> <p>1.b. Revise a draft based on teacher or peer feedback and create multiple drafts as needed to polish a final copy for publication(2)</p> <p>2.a. Discuss the student's story or writing sample with teachers, peers, and parents(2)</p> <p>2.b. Point out differences between the student's sample and a model sample provided by the teacher(3)</p> <p>2.c. Apply a simple rubric to judge the student's own writing sample(3)</p> <p>3.a. Use software programs to write phrases and sentences leading to a story(2)</p> <p>3.b. Use a spell check or grammar check program correctly(2)</p> <p>3.c. Use program tools to revise multiple drafts and publish final copies(2)</p> <p>4.a. Outline a story or writing sample including subsections before</p>	

and an appropriate voice	a piece of writing[2]	trying to write(2)	
<p>B.4.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications[1]</p> <ul style="list-style-type: none"> • understand and use parts of speech effectively, including nouns, pronouns, and adjectives • use adverbials effectively, including words and phrases • employ principles of agreement related to number, gender, and case • capitalize proper nouns, titles, and initial words of sentences • use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses • use commas correctly to punctuate appositives and lists • spell frequently used words correctly • use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	<p>1. Identify word structure and phrases from a variety of written materials[1]</p> <p>2. Use simple sentence structure (e.g., subjects and predicates, including nouns, pronouns, verbs, tenses, adjectives, punctuation, and capitalization)[1]</p> <p>3. Apply appropriate mechanics, (e.g., capitalization and punctuation) in written material[2]</p> <p>4. Identify and correct spelling of frequently used words[1]</p>	<p>1.a. Match pictures with words and sort by category (e.g., noun, pronoun, and adjective)(2)</p> <p>1.b. Match pictures to words with affixes(2)</p> <p>1.c. Write words and phrases using common adjectives to describe pictures(1)</p> <p>2.a. Write simple sentences to describe pictures(1)</p> <p>2.b. Write simple sentences to end a story(1)</p> <p>2.c. Write simple sentences to create the body of a story(1)</p> <p>3.a. Edit mechanical mistakes in written materials(2)</p> <p>3.b. Identify rules for appropriate mechanics(1)</p> <p>3.c. Edit student works with another student(2)</p> <p>4.a. Keep a spelling journal and self-identify difficult words. Use cluster mapping as a journal technique to link words with other words within the same theme (e.g., whales< ocean, mammals, and gigantic)(2)</p>	
Performance Standards: By the end of grade eight students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data

<p>B.8.1. Create or produce writing to communicate with different audiences for a variety of purposes[3]</p> <ul style="list-style-type: none"> • write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas • write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence • write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme • write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience • write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and 	<p>1. Write a narrative that uses descriptive language (e.g., modifiers)[2]</p> <p>2. Write expository pieces with appropriate genre knowledge (e.g., simple present tense, forms, and audience)[3]</p> <p>3. Write persuasive pieces (e.g., a letter)[3]</p>	<p>1.a. Elaborate a narrative based on experience by adding descriptive language and details(2)</p> <p>1.b. Complete personal information (e.g., applications, schedules, and timetables)(2)</p> <p>2.a. Seek, collect, and organize information from sources (e.g., community, school library, technology, and interviews) onto note cards in order to write a research report(3)</p> <p>2.b. Write a report from a diagram(3)</p> <p>3.a. Write a letter expressing the student's opinion for or against a current controversial issue (e.g., to the editor of the local newspaper)(3)</p> <p>3.b. Use technology to construct various types of persuasive writing (3)</p>	
---	---	--	--

<p>concrete detail</p> <ul style="list-style-type: none"> • write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation • use a variety of writing technologies including pen and paper as well as computers • write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 			
<p>B.8.2. Plan, revise, edit, and publish clear and effective writing[2]</p> <ul style="list-style-type: none"> • produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience • identify questions and strategies for improving drafts in writing conferences with a teacher • given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective 	<p>1. Engage a writing process including teacher conferences, peer editing, and mentor reviews[3]</p> <p>2. Use technology to write, revise, and publish [2]</p>	<p>1.a. Identify and apply strategies for using feedback in editing and revising written work(3)</p> <p>1.b. Develop a set of questions or checklist to use for editing work(3)</p> <p>2.a. Use software programs to write words, phrases, sentences, and paragraphs that lead to a story(2)</p> <p>2b. Revise multiple drafts and publish a story(2)</p>	

response in correct English and an appropriate voice			
<p>B.8.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications[1]</p> <ul style="list-style-type: none"> understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives use correct tenses to indicate the relative order of events understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun punctuate compound, complex, and compound-complex sentences correctly employ the conventions of capitalization spell frequently used words correctly and use effective strategies for spelling unfamiliar words 	<p>1. Identify words, phrases, and clauses from a variety of written materials[1]</p> <p>2. Use simple, compound, and complex sentences, including a variety of tenses[2]</p> <p>3. Identify principles of agreement and mechanics[2]</p>	<p>1.a. Match pictures with words and phrases pertaining to a familiar piece of writing(1)</p> <p>1.b. Unscramble phrases and clauses from a familiar piece of writing to form simple to complex sentences(1)</p> <p>2.a. Use clauses to expand and elaborate sentences(2)</p> <p>2.b. Match or fill in subjects, predicates, and other parts of speech in pre-written materials(1)</p> <p>2.c. Compare English rules of speech and mechanics with L₁ (2)</p> <p>3.a. Write letters to pen pals in a school elsewhere in the world. Use overhead transparencies of the letters to review the rules of agreement and mechanics with the class to improve the letters before mailing(2)</p>	
Performance Standards: By the end of grade twelve students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
B.12.1. Create or produce	1. Write narrative and other	1.a. Rewrite an informal, descriptive narrative and entertain a peer	

<p>writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence • compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience • use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience • write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict • write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations 	<p>descriptive pieces for specific purposes and audiences</p> <p>2. Write creative pieces using imagination and personal experiences</p> <p>3. Outline and summarize texts and information</p>	<p>with it</p> <p>1.b. Create a formal resume, letter of application, memo, and job inquiry</p> <p>2.a. Write an autobiography to share with various audiences (e.g., reading partner, parent, class, large assembly, or press. Supplement it with supporting pictures or other materials</p> <p>2.b. Write other creative pieces (e.g., poems and short stories) based on writing prompts and share them with the above audiences</p> <p>3.a. Outline the main idea and supporting details to summarize a variety of text materials</p> <p>3.b. Use a Venn diagram to compare and contrast the main points of two texts</p> <p>3.c. Establish a showcase portfolio of the student's best work</p>	
--	--	--	--

<ul style="list-style-type: none"> • write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning • prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose • write in a variety of situations (impromptu, over time, in collaboration, alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation • use a variety of writing technologies, including pen and paper as well as computers • write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 			
B.12.2. Plan, revise, edit, and publish clear and effective	1. Prepare a first draft	1.a. Produce copies, dictations, and original writing samples under timed conditions	

<p>writing</p> <ul style="list-style-type: none"> • write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas • develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers • given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose 	<p>2. Write an essay for different purposes and audiences</p> <p>3. Use technology to write, revise, and publish</p>	<p>1.b. Plan for process writing (e.g., selecting topic and outlining)</p> <p>2.a. Use software programs to copy, write from dictation, and write original pieces</p> <p>2.b. Revise multiple drafts and publish</p> <p>3.a. Create and revise books, letters, and poems using a word processing program</p>	
<p>B.12.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications</p> <ul style="list-style-type: none"> • understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively • use correct tenses, including conditionals, to 	<p>1. Identify words, phrases, clauses, and sentences</p> <p>2. Use simple, compound, complex, and compound-complex sentences</p>	<p>1.a. Expand and elaborate simple sentences</p> <p>1.b. Combine two to three simple sentences to make one compound, complex, or compound-complex sentence</p> <p>1.c. Use familiar or self-generated materials or examples to recognize various forms and structures</p> <p>2.a. Write a complete sentence from a scrambled series of familiar words</p> <p>2.b. Identify and correct errors in compound and complex sentences on familiar or interesting topics</p>	

<p>indicate the relative order and relationship of events</p> <ul style="list-style-type: none"> • employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun • punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics • employ the conventions of capitalization • spell frequently used words correctly and use effective strategies for spelling unfamiliar words • recognize common errors in the use of language and know how (and when) to correct them 	<p>3. Apply appropriate mechanics in compound and complex sentences</p>	<p>3.a. Identify run-ons and other forms of improper sentences</p> <p>3.b. Identify a variety of mechanical errors in run-ons and other sentences</p>	
--	---	---	--